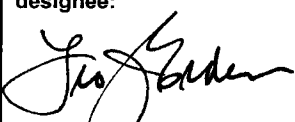


# PAPERWORK REDUCTION ACT CHANGE WORKSHEET

Agency/Subagency ED/IES/NCES		OMB Control Number 1850 - 0790 v.16
Enter only items that change Current Record		
	NA	NA
Agency form number(s)		
Annual reporting and record keeping hour burden		
Number of respondents	906322	906322
Total annual responses	906322	906322
Percent of these responses collected electronically	0	0
Total annual hours	231800	231800
Difference		0
Explanation of difference		0
Program Change		
Adjustment		0
Annual reporting and record keeping cost burden (in thousands of dollars)		
Total annualized capital/startup costs	NA	NA
Total annual costs (O&M)	NA	NA
Total annualized cost requested	NA	NA
Difference		NA
Explanation of difference		
Program Change		NA
Adjustment		NA
Other change** The purpose of this change sheet is to include the 3rd wave for the NAEP 2007 assessment and background materials " <i>Study of Socioeconomic Status (SES)</i> " under the generic NAEP system clearance, 1850-0790. The package covers two studies which seek to improve measures of student background and socio-economic status – one component is a new series of questions, the second is a study on assigning census block level characteristics to students. There is no change in burden since these hours fall under the annual cap for 1850-0790.		
Signature of Senior Officer or designee:	Date:	For OIRA Use
	8/7/06	<hr/> <hr/>

\*\*This form cannot be used to extend an expiration date  
OMB 83-C

***NATIONAL ASSESSMENT OF  
EDUCATIONAL PROGRESS***

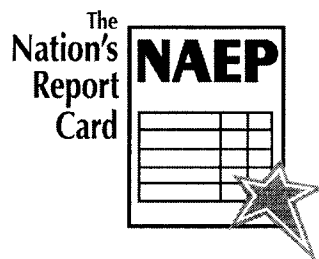
***VOLUME I***

***SUPPORTING STATEMENT  
FOR  
WAVE 3 OF 2007 SUBMITTAL***

***(PART OF 2005-2007 SYSTEM CLEARANCE PROPOSAL  
OMB# 1850-0790)***

***Socioeconomic Status (SES) Background Questions***

**Enhanced Background Questionnaire (*Student*)  
Geo-coding Survey (*School, State Personnel*)**



*June 28, 2006*

## **Explanation and Burden Information for This Submittal (Wave 3 for 2007)**

This document contains supplemental information pertaining to the 2005-2007 NAEP System Clearance proposal (submitted on December 15, 2003). OMB approval for the System Clearance submittal was received on 4/27/04 (**OMB # 1850-0790**). The terms of clearance for the OMB approval state that each subsequent submittal activity under the System Clearance is to be submitted to OMB.

This submittal contains burden information and the actual background and survey questions for the following components of the 2007 assessments:

- Enhanced Background Questionnaires (EBQ) (*Student*)
- Geo-coding Survey (*School and state personnel*)

These specific questions are the third group (Wave 3) of questions submitted for approval for usage in 2007. Two prior (Waves 1 and 2) submittals included the Reading/Writing and Mathematics operational questions, the Reading and Mathematics pilot questions, and the National Indian Education Study (NIES) questions, and the Students with Disabilities/English Language Learners (SD-ELL) questions.

The burden estimates for this portion of the overall 2007 assessment are:

**Students**

EBQ 18,000 students at 5 minutes each = 1,500 hours

**School & State Personnel**

Geo-coding Survey 320 school/state personnel at 10 minutes each = 53 hours

**Estimated Respondent Burden for 2007 Assessments  
Contained in this Submittal (Wave 3)**

Year	Subjects/ Questionnaire	# of Students	Student Burden (in hours)	# of Teachers	Teacher Burden (in hours)	# of Schools/State Staff	School Burden (in hours)
2007							
	EBQ	18,000	1,500	N/A	N/A	N/A	N/A
	Geo-coding Survey	N/A	N/A	N/A	N/A	320	53
	<b>Total</b>	<b>18,000</b>	<b>1,500</b>	<b>N/A</b>	<b>N/A</b>	<b>320</b>	<b>53</b>

## ***Overview of NAEP 2005-2007 Assessments***

The following broad overview of the 2005-2007 NAEP assessments was submitted as part of the initial systems clearance submittal. As previously noted, the National Assessment Governing Board (NAGB) determines NAEP policy and assessment schedule, and future Board decisions may result in changes to some aspects of an assessment (e.g., which subjects are assessed in which years). However, overall methodology and assessment process will remain constant. In the 2007 assessment year, questionnaires will be administered to students at grades 4, 8, and 12; to teachers at grades 4 and 8; and to school administrators at grades 4, 8, and 12.

The 2007 NAEP assessments consist of:

- National and state operational assessments in reading and mathematics at grades 4 and 8; a national and state assessment in writing at grade 8; and a national only assessment in writing at grade 12. Operational mathematics assessments, at grades 4 and 8, will also be administered in Puerto Rico.
- Pilot assessments for reading at grades 4, 8, and 12; for mathematics at grades 4 and 8 (including Spanish versions for the Puerto Rican administration).
- Pilot of enhanced background questionnaires (EBQ) administered to subsets of students at grades 4, 8, and 12.
- Pilot of geo-coding software and procedures in a subset of schools and states.
- Expanded sample of American Indian/Alaskan Native (AI/AN) students selected to take the mathematics and reading assessments at grades 4 and 8. In addition, specific questions about the inclusion of native languages and cultural perspectives in their curriculum will be included in a separate NIES survey.

### ***How, by Whom, and for What Purpose the Data Will be Used***

In the original request for system clearance, NCES asked for approval of the instruments to be used to gather data from the 2005-2007 national and state assessments. This submittal applies to the third wave of instruments — the EBQ and geo-coding survey — that will be submitted for the 2007 assessments.

Given that the purpose of NAEP is to gather data on the achievement of students in the subject areas assessed for use in monitoring education progress, and because of the program's increasing visibility, it is incumbent on the program to develop the most reliable and valid instruments possible. To do so, NAEP employs four strategies:

- A. Small-scale pilot testing of new materials and test administration techniques;
- B. Pilot testing items to determine which items best measure the constructs under consideration;
- C. Field testing of operational assessments to accommodate the mandated six-month reporting; and
- D. Full-scale operations.

Questionnaire development follows the same pattern as that of cognitive item development, although we tend to field test fewer items with less duplication and use the resulting data to refine the questions. The National Assessment Governing Board provides guidance to NCES, who then develops the questionnaires. NAGB approves the questionnaires prior to pilot testing, and then again after pilot testing where NCES provides final recommendations based on data. The questions are designed to provide information for disaggregating data according to categories specified in the legislation, to provide contextual information that is subject specific (e.g. reading, mathematics) and has an impact and known relationship to achievement, and to provide policy relevant information specified by NAGB.

## ***Description of the 2007 Socioeconomic Status Indicator Study***

The National Center for Educational Statistics (NCES) of the U.S. Department of Education is planning a pilot test for 2007 of a new method for measuring socioeconomic status (SES). Collecting more valid and reliable information on SES will greatly enhance the interpretation and reporting of SES results and, in turn, NAEP's ability to inform education policy. The 2007 pilot test will advance the development of a new measure of SES for NAEP by allowing the program to:

- A. assess the validity of new SES background items, which will be collected from students in the EBQ;
- B. assess the validity and feasibility of using Census data as a component in the measurement of students' SES;
- C. assess the process for incorporating Census data into the existing NAEP data file; and
- D. develop a valid composite measure of SES that may incorporate some combination of student and Census information.

Subsamples of approximately 6,000 students per grade will be administered an enhanced background questionnaire (EBQ) containing the set of six (grade 4) or seven (grades 8 and 12) pilot SES background questions. Students at grades 4 and 12 responding to the EBQ will be selected in schools located in the 34 test counties where the American Community Survey<sup>1</sup> (ACS) has been collecting data for at least five years. At grade 8, the student respondents will not only be drawn from the 34 ACS test counties, but also will be participants in the NCES ECLS-K study. This overlapping sample of approximately 2700 students will provide NAEP with an opportunity to validate the new SES measure against parent questionnaire response that are a standard part of the ECLS-K instrumentation. Address information from the participants can be linked to Census community identifiers which can then be linked to Census data. (See description below

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<sup>1</sup> In 2010, the ACS will provide on an annual basis the information that is currently collected every ten years by the Census long-form, so in the future this will be the best source of demographic information about the neighborhoods where NAEP examinees reside.

of geo-coding procedures being pilot tested in 2007.) The parental reports on SES will be compared to the students' responses to the EBQ.

As indicated above, one of the goals of this project is to assess whether Census data could be used to create a valid and unobtrusive measure of SES for NAEP. Linking Census data to NAEP examinees and item responses involves the development of new procedures and new geo-coding software. Geo-coding is the process of linking an individual address to a Census geographic region (i.e., tract, block group, ZCTA) which can then be linked to aggregate data for that region collected by the Census Bureau. Since this would be a new process for NAEP, part of the 2007 pilot test will be to test these procedures and collect information from participants, who will be school, district or state personnel, on their experiences and then to refine and streamline the process.

Linking student achievement data from NAEP to Census data would involve a modification of the standard e-filing system<sup>2</sup> that NAEP currently employs. People at the state, district, and school levels who currently do e-filing will use new geo-coding software to link a student's address to a Census block group which will then be linked to associated Census data. In order to accomplish this, new geo-coding software has been developed that allows a user to input a set of addresses, associate the addresses with geo-codes, and return the file with only the student ID and the community identifier included.

In 2007, this file will be sent to the appropriate NAEP contractor who will link the student ID to NAEP booklet IDs. The student IDs will be stripped from the file. This file, which now contains NAEP booklet IDs and Census block group identifiers, will then be sent to the U.S. Bureau of the Census, where the appropriate SES Census data will be appended to the file. The Census Bureau will then suppress the block group identifiers, leaving a file with only the NAEP booklet ID and the Census data. No block group identifiers or student identifying information will appear in the final NAEP data files.

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<sup>2</sup> "e-filing" refers to schools or states submitting electronic student enrollment files to the NAEP sampling contractor. These files are used to select the student samples and to pre-assign students' NAEP identification numbers and booklets.



For the 2007 pilot test of geo-coding, data provided by the Census will only be available to NCES and NAEP contractors to examine the feasibility of creating more reliable and valid SES indicators. The Census data will not be used for reporting NAEP results and will not be included on public-access NAEP data files.

***Information for the 2007 Socioeconomic Status Indicator Study  
Materials Contained In This Submittal***

**3a. Pilot Enhanced Background Questionnaire (EBQ)**

The Enhanced Background Questionnaire (EBQ) is a separate questionnaire that will be administered to a subsample of students immediately following the administration of the NAEP cognitive assessment (which also include a student demographic questions section and a subject-specific background questions section). A grade 4 EBQ and a grades 8 and 12 EBQ will be administered. These questionnaires will be piloted in 2007 for possible inclusion in future NAEP assessments.

**3b. Geo-Coding Survey**

The geo-coding survey will be administered to the school, district or state volunteers who use the new geo-coding software as part of the 2007 pilot. The survey is intended to evaluate the usability of the software and to assess the feasibility of incorporating the geo-coding procedures and software into routine NAEP operations. The geo-coding survey will only be used during the 2007 pilot test. It is intended to inform refinements in the software and procedures.

***THE NATIONAL ASSESSMENT OF  
EDUCATIONAL PROGRESS***

***VOLUME II  
(Supplemental Questionnaires-  
Part of System Clearance Submittal  
OMB# 1850-0790)***

***BACKGROUND QUESTIONS  
FOR THE YEAR 2007 ASSESSMENT  
(Wave 3)***

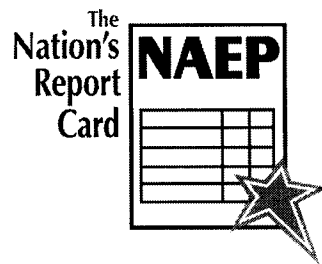
**Enhanced Background Questionnaire  
Geo-coding Survey**

**Student**

**Pilot Enhanced Background Questionnaire (EBQ)**

**School/State Personnel**

**Pilot Geo-coding Users Survey**



*June 28, 2006*

## QUESTIONNAIRE/SURVEY CONTENTS

<b><u>Questionnaire/Survey</u></b>	<b><u>Page</u></b>
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Grade 4.....	4
Grades 8 and 12 .....	7
 Wave 3b School/State Personnel Geo-coding Survey:	
Survey Questions .....	10

# STUDENT QUESTIONNAIRES

## OMB Information on Student Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics of the Institute of Education Sciences.

This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB No. 1850-0790 Approval Expires 04/30/2007

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# Student Questionnaire

## EBQ – Grade 4

### SECTION 5

In this section, please tell us about yourself and your family. The section has 6 questions. Mark your answers in your booklet.

1. Which of the following people live in your home? Fill in **one** oval on each line.

	Yes	No
a. Mother	A	B
b. Stepmother/Foster mother	A	B
c. Father	A	B
d. Stepfather/Foster father	A	B
e. One or more grandparents	A	B
f. One or more brothers/sisters	A	B
g. One or more other children	A	B
h. One or more other adults	A	B

2. Do you live in different homes with different people during the school year? Fill in only **one** oval.
- A Yes
  - B No
3. How many brothers and sisters do you have? Include all brothers and sisters who are related to you in any way, whether they live with you or not. Fill in only **one** oval.
- A None
  - B One
  - C Two
  - D Three
  - E Four
  - F Five
  - G Six or more
4. Does your mother usually have a job for which she is paid? Fill in only **one** oval.
- A Yes
  - B No
5. Does your father usually have a job for which he is paid? Fill in only **one** oval.
- A Yes
  - B No

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

	We have	We do NOT have
a. Access to the Internet	A	B
b. Cell phone	A	B
c. Clothes dryer just for my family	A	B
d. Electric dishwasher	A	B
e. Electric garbage disposal	A	B
f. More than six rooms (not including bathrooms)	A	B
g. More than one bathroom	A	B
h. A bedroom of my own	A	B
i. Air conditioning in my whole home	A	B
j. Three or more cars, small trucks, or sport utility vehicles	A	B

## Student Questionnaire EBQ – Grades 8 and 12

### SECTION 5

In this section, please tell us about yourself and your family. The section has 7 questions. Mark your answers in your booklet.

1. Which of the following people live in your home? Fill in **one** oval on each line.

	Yes	No
a. Mother	A	B
b. Stepmother/Foster mother	A	B
c. Father	A	B
d. Stepfather/Foster father	A	B
e. One or more grandparents	A	B
f. One or more brothers/sisters	A	B
g. One or more other children	A	B
h. One or more other adults	A	B

2. Do you live in different homes with different people during the school year? Fill in only **one** oval.

A Yes

B No



3. How many brothers and sisters do you have? Include all brothers and sisters who are related to you in any way, whether they live with you or not. Fill in only **one** oval.

- A None
- B One
- C Two
- D Three
- E Four
- F Five
- G Six or more

4. Does your mother usually have a job for which she is paid? Fill in only **one** oval.

- A Yes
- B No

5. Does your father usually have a job for which he is paid? Fill in only **one** oval.

- A Yes
- B No

6. Which of the following items do you have in your home? Fill in **one** oval on each line.

	We have	We do NOT have
a. Access to the Internet	A	B
b. Cell phone	A	B
c. Clothes dryer just for my family	A	B
d. Electric dishwasher	A	B
e. Electric garbage disposal	A	B
f. More than six rooms (not including bathrooms)	A	B
g. More than one bathroom	A	B
h. A bedroom of my own	A	B
i. Air conditioning in my whole home	A	B
j. Three or more cars, small trucks, or sport utility vehicles	A	B

7. Does your family own or rent your home, or have some other living arrangement? Fill in only **one** oval.

- A Own (or pay mortgage)  
B Rent  
C Other

Wave 3b

Geo-coding Survey

Completed By

School/State Personnel

## Geo-Coding User's Survey 2007 Pilot

### USES OF THE DATA

The purpose of this survey is to gather information on your experiences using the NCES NAEP geo-coding software. Your feedback is extremely important. The information you provide will be used by NCES' contractor responsible for developing the geo-coding software to refine the current software, training material, and User's Guide.

### CONFIDENTIALITY

Geo-coding is the process of assigning Census block group information to the addresses of students in your school (or district or state) who are participating in NAEP (i.e., fourth-grade students, eighth-grade students, or twelfth-grade students). (A census block group consists of approximately 3,000 households.) When this information is gathered, it will be used to assign a particular set of SES variables to each student that are based on the aggregate census information. Once this is done, the block group designation will be removed from the data.

The collection of information in this survey is authorized by Public Law 107-110, 20 U.S.C. §9010. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 U.S. Code 242m, Section 308d). No individual data about your students, schools, or profile that links the name, address, telephone number, or identification number with your responses will be reported.

## PART I—Training and the User’s Guide

1. How helpful were the training and User’s Guide for explaining the following steps of the geo-coding process? (Please mark one response under **Training** and one response under **User’s Guide** on each line.)

	Training				User’s Guide			
	Not at all Helpful	Somewhat Helpful	Helpful	Very Helpful	Not at all Helpful	Somewhat Helpful	Helpful	Very Helpful
a. Creating a comma delimited CSV student address file	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Creating a unique name for your student address file collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Importing your address file	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mapping columns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Geo-coding addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Editing failed addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Viewing demographic statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For which single part of the geo-coding process do you wish you had more information or training? (Please mark one response.)

- ☐ Creating a comma delimited CSV student address file
- ☐ Creating a unique name for your student address file collection
- ☐ Importing your address file
- ☐ Mapping columns
- ☐ Geo-coding addresses
- ☐ Editing failed addresses
- ☐ Viewing demographic statistics

## PART II—Creating or Importing Student Address Files

3. Which file formats are typically used at your school (or district or state) for storing student-address data? (Please mark one response on each line.)

	No	Yes
a. Comma delimited CSV format	<input type="radio"/>	<input type="radio"/>
b. Microsoft Excel format	<input type="radio"/>	<input type="radio"/>
c. Microsoft Access database file	<input type="radio"/>	<input type="radio"/>
d. Proprietary student database management system files	<input type="radio"/>	<input type="radio"/>

4. How many comma delimited CSV address files did you import into the software?

5. On average, how long did it take you to prepare a comma delimited CSV file that could be used by the software? (Please mark one response.)

- ☐ No time at all, a comma delimited file was already available
- ☐ Less than 15 minutes
- ☐ 15 to 30 minutes
- ☐ 31 to 45 minutes
- ☐ 46 minutes to 1 hour
- ☐ More than 1 hour

6. How difficult was it for you to create a comma delimited CSV file? (Please mark one response.)

- ☐ Very difficult
- ☐ Somewhat difficult
- ☐ Not at all difficult

7. Did the following situations cause you problems when creating a student address file?  
(Please mark one response on each line.)

	No	Yes
a. Student addresses are stored in multiple databases	<input type="radio"/>	<input type="radio"/>
b. Knowledge of Excel and creating comma delimited CSV files is limited	<input type="radio"/>	<input type="radio"/>
c. State information is not included in student-address files	<input type="radio"/>	<input type="radio"/>
d. Student-address data are not entered uniformly or consistently in database(s)	<input type="radio"/>	<input type="radio"/>
e. Student-address data are mailing addresses and not physical addresses	<input type="radio"/>	<input type="radio"/>
f. Other, please specify: _____	<input type="radio"/>	<input type="radio"/>

### PART III—Editing Addresses

8. How many addresses were you assigned to geo-code?

9. How many addresses did you successfully geo-code?

*For questions 10 and 11, if you geo-coded more than one address file, please only report on the file in which you had the greatest difficulty geo-coding.*

10. What percentage of addresses was the software able to geo-code the first time?  
(Please mark one response.)

- ☐ 0-20%
- ☐ 21-40%
- ☐ 41-60%
- ☐ 61-80%
- ☐ 81-100%

11. After editing the address information that failed geo-coding, what was the final percentage of addresses the system was able to geo-code? (Please mark one response.)

- ☐ 0-20%
- ☐ 21-40%
- ☐ 41-60%
- ☐ 61-80%
- ☐ 81-100%

*For questions 12 and 13, if you geo-coded more than one address file, please base your responses on your experiences geo-coding all of them.*

12. What were the top three reasons for geo-coding failure? (Please mark three responses.)

- ☐ All address information for a student was missing
- ☐ Street names were misspelled or incomplete
- ☐ Address numbers were incomplete or reversed
- ☐ City names were incomplete or abbreviated
- ☐ State names were incorrectly abbreviated
- ☐ Zip codes were incorrect
- ☐ Only P.O. Box information was available
- ☐ Other, please specify: \_\_\_\_\_
- ☐ Don't know

13. Overall, how long did it take you to edit addresses that failed geo-coding? (Please mark one response.)

- ☐ No time at all, a comma delimited file was already available
- ☐ Less than 15 minutes
- ☐ 15 to 30 minutes
- ☐ 31 to 45 minutes
- ☐ 46 minutes to 1 hour
- ☐ More than 1 hour



14. How did you correct addresses that failed geo-coding? (Please mark one response on each line.)		
	No	Yes
a. Used an address locator on the Internet (e.g., MapQuest, White Pages)	<input type="radio"/>	<input type="radio"/>
b. Contacted the school	<input type="radio"/>	<input type="radio"/>
c. Contacted the district	<input type="radio"/>	<input type="radio"/>
d. Contacted the state	<input type="radio"/>	<input type="radio"/>
e. Contacted student's parent(s)	<input type="radio"/>	<input type="radio"/>
f. Asked the student	<input type="radio"/>	<input type="radio"/>
g. Looked up the original source of student's address (i.e., what parents complete when initially enrolling students in school)	<input type="radio"/>	<input type="radio"/>
h. Did not research the correct address	<input type="radio"/>	<input type="radio"/>
i. Other, please specify: _____	<input type="radio"/>	<input type="radio"/>

## PART IV—Usability of Software and Demographic Profile

15. Please indicate the extent to which you agree or disagree with the following statements about the usability and friendliness of the geo-coding software: (Please mark one response on each line.)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Both the training and User's Guide are needed to understand how to use the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The training is all that is needed to understand the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The User's Guide is all that is needed to understand how to use the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The instructions for creating the comma delimited CSV file were clear and understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The comma delimited CSV file was difficult to create	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The process takes too long to perform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The visual layout of the software was intuitive and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The instructions for how to edit addresses were clear and understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The system made it easy to edit incorrect addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The error messages given for why an address failed geo-coding helped to correct the address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The system did not initially geo-code enough addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The demographic profile can be used by my school (or district or state) in a number of different ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The demographic profile is useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I can see using the software for purposes other than NAEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I question the accuracy of the data presented in the demographic profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Can your school (or district or state) use the information presented in the demographic profile?  
(Please mark one response.)

- ☐ No
- ☐ Yes

17. How do you anticipate using the information in your local demographic profile? (Please provide a short response.)

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#### **PART V—Background Information**

*The following questions will help us interpret your responses.*

18. Do you work at the state, district, or school level? (Please mark one response.)

- ☐ State
- ☐ District
- ☐ School

19. How good are you at using, preparing, and manipulating data files? (Please mark one response.)

- ☐ Not at all good
- ☐ Somewhat good
- ☐ Good
- ☐ Very good

20. We are interested in knowing who is using the geo-coding software. Could you please tell us your full job title?

Job Title: \_\_\_\_\_

***Thank you very much for your time and valuable responses!***